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ABSTRACT

The curriculum for a three-year Ukrainian second language program in Alberta public schools is designed to provide for articulation and continuity. The program outline provides: (1) a set of objectives reflecting basic educational objectives and a rationale to support inclusion of Ukrainian in a school program; (2) specific minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding at the end of grade 12; (3) specific performance objectives and the related linguistic content for each of grades 10, 11, and 12; (4) specific minimum core content for all students as well as elective components for enrichment and remediation; and (5) suggested teaching and learning strategies and evaluation procedures. A list of suggested learning resources and a cross-reference between the performance objectives and the recommended text are also included. (MSE)

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THREE - YEAR PROGRAM
UKRAINIAN AS A SECOND LANGUAGE

curriculum guide
GRADES 10-12

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INTRODUCTION

The Three-Year Ukrainian Program begins in Grade 10 and ends in Grade 12. It is designed for those school jurisdictions wishing to offer Ukrainian as a second language at the high school level.

The program is intended to increase the effectiveness of second language learning by greater specificity and improved articulation. Continuity from year to year is essential for achieving the objectives of this program.

The characteristics of the program include:

1. A set of objectives which reflect the Goals of Basic Education together with a rationale to support the inclusion of Ukrainian in a school program;

2. Specification of minimum expectations for each language skill (listening, speaking, reading and writing) and for cultural understanding at the end of Grade 12;

3. Specification of performance statements and linguistic content for each of Grades 10 through 12;

4. Specification of minimum core content for all students as well as elective components for enrichment and remediation;

5. Suggested teaching and learning strategies and evaluation procedures.

RATIONALE

The Ukrainian language and culture have been present in Alberta for nearly a century. Until the late 1950's, however, Ukrainian generally was taught after school hours and in evening and Saturday classes. A formal provincial program for Ukrainian as a second language is a relatively new phenomenon. There is a need, therefore, to strengthen and to improve the guidelines for teachers and administrators in order to provide students with learning experiences which lead to more effective outcomes appropriate for participation at local, provincial, national and international levels of social and political life.

Canada is a multicultural society with Ukrainians ranking as a significant minority group whose history, traditions and culture are recognized as distinct in the nation. Among Canada's different peoples and cultures, Ukrainians are closely identified with the development and building of the country. It is well known that Ukrainians played a significant role in settling the West. As the Ukrainian language and culture is recognized as a prominent facet of the Canadian mosaic, the study of the Ukrainian language is therefore important to the children of the present generation so that they may assume the rightful and natural heritage of their forefathers. For students of non-Ukrainian origin, the study of Ukrainian as a second language may lead to an appreciation and understanding of a culture and language different from their own.

Because Ukrainians have settled in a great number of countries all over the world, Ukrainian has become a lingua franca. To illustrate, Ukrainian is the language of 50 million people of the world living in Ukraine, Canada, the United States, Brazil, Argentina, Western Europe, Great Britain and Australia. The student of Ukrainian will discover that Ukrainian is closely related to other Slavic languages. Since there are almost 300 million people of the world speaking a Slavic language,

Ukrainian can become an important key to communication in many parts of the world. Students should, therefore, be given the opportunity and encouragement to acquire Ukrainian as a second language.

In learning Ukrainian, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between Ukrainian and English-speaking peoples. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater open-mindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express opinions and feelings; in effect, to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multicultural society, knowledge of another language will enable an individual to communicate more effectively in a greater variety of situations related to work or leisure activities. The application of language skills may result in a strong sense of personal achievement and satisfaction. Moreover, the study of Ukrainian fosters a sense of cultural identity.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of Ukrainian, the learner can become conscious of those skills and how they apply to any language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyze a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations may enhance the development of problem solving skills. By using the spoken language, one gains a clearer perception of how a language functions, and of what must be said in order to communicate. Through reading and writing in Ukrainian, one

increasingly becomes aware of the shared conceptual basis of Ukrainian and English as well as of the contrastive features of the two languages.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable for tourists, technicians, business people, civil servants, diplomats and athletes. People from all walks of life are going abroad more frequently to visit or to work. Students in our schools cannot foresee where they will be called upon to work. Not only the tourist trade but also multinational companies and many government agencies may consider a job applicant's knowledge of more than one language important in a world where the job market is more competitive.

It is the purpose of this guide to outline a curriculum which will help Alberta's students to develop the skills necessary to communicate with others who use Ukrainian and to preserve the Ukrainian language and culture.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning Ukrainian and are intended to enable the student:

1. To acquire basic communication skills in Ukrainian by:

    1.1 developing the receptive skills of listening, reading and viewing;

    1.2 developing the expressive skills of speaking and writing.

2. To develop cultural sensitivity and enhance personal development by:

    2.1 becoming more aware of his own cultural heritage through exposure to Ukrainian;

    2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the Ukrainian language and culture;

    2.3 developing a greater awareness and appreciation of cultural values and lifestyles in Canada and in other countries;

2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Ukrainian-speaking people to civilization.

3. To develop each student's originality and creativity in language by:

3.1 enabling him to apply his skills to new and meaningful situations;

3.2 enabling him to express his own ideas and feelings;

3.3 enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:

4.1 recognizing the basic structural similarities and differences between Ukrainian and other languages;

4.2 acquiring some knowledge of the structure and function of languages;

4.3 developing an awareness of regional, social and functional variations of spoken and written Ukrainian;

4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve his proficiency in Ukrainian through further language study whether for travel, interest, social needs, post-secondary requirements or vocational needs.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 10, 11 AND 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

Upon completion of Grade 12, the student will be able to:

1. Distinguish phonetic differences which affect meaning such as accent changes and case endings;

2. Perceive in the intonation and stress patterns used by the speaker his intentions, feelings or emotions;

3. Demonstrate accurate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;

4. Comprehend new combinations of structures and vocabulary of the program, including simple and complex sentences, dialogues and short paragraphs;

5. Understand a variety of speakers in structured situations;

6. Grasp the general meaning of material which contains a limited number of unfamiliar lexical items.

SPEAKING

Upon completion of Grade 12, the student will be able to:

1. Produce reasonably acceptable pronunciation, intonation, stress and euphony patterns;

2. Respond orally to cues which require the use of basic linguistic elements of the program;

3. Ask for information on a specific topic;

4. Produce a sentence by recombining known elements;

5. Describe a familiar situation;

6. Relate a sequence of actions or ideas;

7. Summarize the main ideas of a familiar situation;

8. Express his own ideas and feelings within the range of his language experience and areas of interest.

READING

Upon completion of Grade 12, the student will be able to:

1. Read aloud new combinations of familiar material and material containing some new semantic elements, demonstrating correct sound-symbol correspondence, word groupings, basic intonation patterns and accents;

2. Read silently with comprehension:

   2.1 familiar material learned orally;

   2.2 new combinations and rearrangements of familiar material;

   2.3 material containing some vocabulary which can be inferred;

3. Read for information based on themes for which vocabulary has been learned.

WRITING

Upon completion of Grade 12, the student will be able to:

1. Produce new combinations or variations of given elements from sequentially developed exercises;

2. Respond to given questions based on previously learned material and on reading texts;

3. Write from dictation sentences containing new combinations of learned written material;

4. Make required variations (case, person, number, time) in given sentences;

5. Write a sequence of sentences from a given outline, from a list of linguistic elements, or from visual and oral cues;

6. Express himself in simple original sentences within the limits of the linguistic content specified in the program.

CULTURAL UNDERSTANDING

Upon completion of Grade 12, the student will be able to:

1. Supply cultural information that has been learned;

2. Recognize the significance of simple gestures, facial expressions, intonations and stress used by the speaker to convey his interests, feelings and emotions;

3. Recognize connotative meanings of familiar vocabulary;

4. Speak and write about differences and similarities within Ukrainian culture;

5. Recognize current manifestations of Ukrainian culture;

6. Interpret everyday cultural patterns;

7. Use common conventionalities.

SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

GRADE 10	GRADE 11	GRADE 12
35% LISTENING COMPREHENSION	30% LISTENING COMPREHENSION	25% LISTENING COMPREHENSION
35% SPEAKING	35% SPEAKING	35% SPEAKING
10% READING	15% READING	20% READING
20% WRITING	20% WRITING	20% WRITING

The above percentages are only approximations. Successful language instruction involves integration of all skills, including the cultural objective not mentioned in the above schedule. Evaluation of language skills and culture should reflect the emphasis and proportion of time spent on each aspect of language learning in the classroom.

OBJECTIVES AND CONTENT

Specified skills, objectives and content of each grade level are outlined on pages 21 to 89 of this guide. The objectives and content are selected on the basis of categories of language use. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Action
4. Expressing Location
5. Expressing Destination
6. Describing People and Things
7. Expressing Permission and Desire
8. Expressing Quantity
9. Expressing Time
10. Expressing Possession
11. Expressing Cause and Effect
12. Specification of Persons and Objects
13. Indirect Speech
14. Identification of Person's Nationality

These language functions are considered to be the main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to <u>do</u> in verbal communication in the second language.

LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, vocabulary, and changes in word forms that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 12.

SUGGESTED VOCABULARY

The vocabulary is suggested for development of everyday themes and is intended to complement the vocabulary found in primary learning resources. These lists are an additional source for teacher reference and are considered to be elective.

CULTURE

The cultural themes and topics presented are intended to develop the students' knowledge and understanding of the cultural and social life of Ukrainian-speaking people, and to acquire an awareness and appreciation of the achievements and contributions Ukrainians have made to civilization. Specific cultural topics are considered to be elective.

IN SUMMARY, THE CORE COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF UKRAINIAN-SPEAKING CANADIANS.

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY;
2. SPECIFIC TOPICS RELATED TO MAJOR CULTURAL THEMES;
3. SPECIFIC TOPICS RELATED TO UKRAINIAN SOCIAL, POLITICAL AND CULTURAL LIFE.

PHONOLOGY

AT THE END OF GRADE 12, STUDENTS WILL BE ABLE:

1. To distinguish and to produce to the best of their ability all Ukrainian sounds in a variety of communicative situations:

   1.1 All vowel phonemes:

(і)	він	(у)	тут
(и)	лис	(о)	бо́ко
(е)	мед, це	(а)	там

   1.2 All iotated vowels:

(я)	як	(ї)	їм
(є)	ма́є	(ю)	Юрко́

   1.3 All consonant phonemes with special attention to:

(ж)	жа́ба	(ц)	це
(ч)	чай	(х)	ха́та
(ш)	шко́ла	(р)	рука́
(щ)	що	(л)	лис

   1.4 All vowel diphthongs:

Ending in -й:		Ending in -в:	
(ій)	мій	(ів)	сів
(ий)	пий	(ив)	пив
(ей)	цей	(ев)	лев
(уй)	дуй	(ув)	був
(ой)	той	(ов)	кров
(ай)	дай	(ав)	мав

1.5 All palatalized consonants:

ля́лька сядь день п'ять письмо́ хлібець князь

1.6 Articulation of double consonants:

А́нна життя́ воло́сся

1.7 Euphony rules:

(і - й) він іде́ я йду
(у - в) він удо́ма вона́ вдо́ма

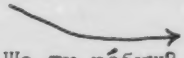
2. To recognize and produce correct intonation patterns:

2.1 Assertive

Я слу́хаю ра́діо.

Ти чита́єш.

2.2 Interrogative


Що ти ро́биш?

Що ти ро́биш?

Ти чита́єш?

2.3 Imperative

Слу́хай!

2.4 Exclamatory

Як жа́ль!

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CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
1. To use appropriate social conventions	
Greetings	Добри́день! До́брий де́нь! До́брого ра́нку! До́брий ра́нок! До́брий ве́чір! Галло́. Як ся ма́єш? Як ся ма́єте? Христо́с Народи́вся! Христо́с Рожда́ється! Христо́с Воскре́с!
Responses to greetings	До́бре, дя́кую. Славі́те Його́. Воі́стину воскре́с!
Farewells and good wishes	До поба́чення! Добра́ніч!
Thanks	Дя́кую. Нема́ за́що!
Gaining attention	Чека́й! Чека́йте! Слу́хай! Слу́хайте! Ти́хо!
Approval and disapproval	До́бре! Ду́же до́бре! Не до́бре!
Manners	Про́шу! Будь ла́ска!
Sympathy	Шко́да!

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
1. To ask and tell who someone is	1.1 Хто це? Це + noun. Хто це? Це Степа́н. Це ді́ти. Note: Nouns in nominative case only.
	1.2 Хто це? Це + pronoun. Хто це? Це я. ми Це ти. ви Це він/вона́/воно́. вони́
	1.3 Чи це + noun/pronoun? Так, це + noun/pronoun. Чи це він? Так, це він. Ні, це + не + noun/pronoun. Ні, це не він.
2. To ask and tell someone's name	2.1 Хто + personal pronoun? Personal pronoun + name of person. Хто ти? Я Іва́н.

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
3. To ask and tell what something is	3.1 Що це? Це + noun. Що це? Це кни́жка. Це книжки́.
4. To address someone	4.1 Vocative of proper noun (hard & soft stem)! Тара́се! Ді́ду! Ві́ро! Бабу́сю! Марі́є!
5. To ask and tell about age	5.1 Скі́льки + subject + ма́ти + ро́ків? Subject + ма́ти + numeral + рік/ро́ки/ро́ків. Скі́льки ти ма́єш ро́ків? Я ма́ю оди́н рік. Я ма́ю два ро́ки. Я ма́ю п'ять ро́ків.
6. To ask and state something about a person	6.1 Кого́ + subject + verb? Subject + verb + object. Кого́ ти слу́хаєш? Я слу́хаю Тара́са/Ві́ру.

CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell whether one does something and what one does	1.1 Чи + subject + verb? Так, + subject + verb. Чи ти слу́хаєш? Так, я слу́хаю.
	1.2 Чи + subject + verb + preposition + noun? Так, + subject + verb + preposition + noun. Чи ти гра́єш у футбо́л? Так, я гра́ю у футбо́л.
	1.3 Що + subject + робити́? Subject + verb. Що ти ро́биш? Я чита́ю.
	1.4 Що + subject + чита́ти? Subject + verb + object. Що Ві́ра чита́є? Ві́ра чита́є журна́л. Note: Use nouns of the masculine inanimate and neuter gender only with the direct object.
2. To express action in the negative	2.1 Ні, + subject + не + verb. Ні, я не чита́ю. Note: Double negation used in Ukrainian.

CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
3. To express actions in past tense with regular verbs	3.1 Subject + verb. Він слу́хав. Вона́ слу́хала. Вони́ слу́хали.
4. To express an action in the future	4.1 Subject + бу́ти + infinitive. Я бу́ду слу́хати.
5. To give commands	5.1 Singular and plural imperatives. Слу́хай! Слу́хайте! Слу́хаймо! Кажи́! Кажі́ть! Кажі́мо! Говори́! Говорі́ть! Говорі́мо!
6. To express actions in the negative	6.1 Subject + не + verb + object in genitive. Я не ма́ю ло́жки. 6.2 Subject + verb + без + noun in genitive. Я їм без ножа́. 6.3 Adverb + нема́/є/ + noun in genitive. Тут нема́ вікна́.
7. To ask and state to whom something is given	7.1 Кому́ + subject + verb? Subject + verb + noun in dative. Кому́ ти даєш? Я даю́ Тара́сові. Я даю́ сестрі́. Note: Not used in neuter gender.

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
1. To ask and tell where people and objects are located	1.1 Де + subject? Subject + adverb. Де кни́жка? Кни́жка тут. Кни́жка там. Кни́жка вдо́ма. 1.2 Де + subject? Subject + preposition + noun in locative. Де Ві́ра? Ві́ра в шко́лі/в па́рку/на літаку́. Note: The ending "у" is used with masculine nouns that end in ак/як/ик/їк or consonant + к. Де му́ха? Му́ха на кни́жці. Note: Nouns ending in г, к and х change to з, ц and с before adding "і". Де све́тер? Све́тер на Іва́нові/Василе́ві/Андрі́єві. Note: Used with people and domestic animals.

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able</u>:	
2. To specify where people and objects are located	2.1 Ось тут / Ось там + noun. Ось тут шко́ла. Он там о́рест.
3. To ask and tell where one lives	3.1 Де + subject + жи́ти? Subject + verb + preposition + noun in locative. Де ти живе́ш? Я живу́ в Едмонто́ні.
4. To tell where one comes from	4.1 Subject + з + noun in genitive. Я з Едмонто́ну. 4.2 Subject + verb + з + noun in genitive. Я їду з Едмонто́ну.
5. To indicate proximity	5.1 Subject + preposition + noun in genitive. Я бі́ля шко́ли. (коло) Ха́та бли́зько шко́ли. (дале́ко від)

CATEGORY: EXPRESSING DIRECTION AND DESTINATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
1. To ask and tell simple directions	1.1 Куди́ + subject +іти́? Subject + verb + туди́/сюди́. Куди́ ти йдеш? Я йду туди́/сюди́.
	1.2 Куди́ + subject + іти́? Subject + verb + preposition + noun in genitive or accusative. Куди́ ти йдеш? Я йду до сусі́да/учи́теля. Я йду до дружи́ни/Ле́сі/Марі́ї. Я йду до мі́ста/мо́ря/на весі́лля. Я йду на футбо́л/на ле́кцію.
2. To ask and tell from where one is coming	2.1 Зві́дки + subject + verb? Subject + verb + preposition + noun in genitive. Зві́дки ти йдеш? Я йду зі шко́ли.
3. To ask and tell directions	3.1 Куди́ + тре́ба + verb? Тре́ба + verb + direction. Куди́ тре́ба йти? Тре́ба йти право́руч/ліво́руч/пря́мо.

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CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell the color of things	1.1 Який це колір? Це + name of color + колір. Який це колір? Це жовтий колір. Subject + color. Книжка жовта. Note: Colors agree in gender and number with the noun. Use only with nominative case.
2. To tell quality of things and people	2.1 Це + adjective + noun in nominative. Це великий стіл.
3. To intensify quality	3.1 Чи це + adjective + noun in nominative? Так, це + intensifier + adjective + noun in nominative. Чи це великий стіл? Так, це дуже великий стіл.

CATEGORY: EXPRESSING PERMISSION, NEED AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able:</u>	
1. To ask and tell what one wants to do	1.1 Що + subject + хоті́ти + роби́ти? Subject + хоті́ти + infinitive. Що вона́ хо́че роби́ти? Вона́ хо́че співа́ти. 1.2 Що + subject + хоті́ти? Subject + хоті́ти + infinitive + noun in genitive or accusative. Що вона́ хо́че? Вона́ хо́че ми́ти а́вто.
2. To ask and tell if one wants to do something	2.1 Чи + subject + хоті́ти + infinitive? Так, + subject + хоті́ти + infinitive. Чи ти хо́чеш співа́ти? Так, я хо́чу співа́ти. 2.2 Чи + subject + хоті́ти + infinitive + noun in genitive or accusative? Так, + subject + хоті́ти + infinitive + noun in genitive or accusative. Чи ти хо́чеш чита́ти журна́л? Так, я хо́чу чита́ти журна́л.
3. To state what one should/ needs to do	3.1 Тре́ба + infinitive. Тре́ба чита́ти.

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CATEGORY: EXPRESSING PERMISSION, NEED AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able:</u> 4. To ask, state, and deny permission	4.1 Чи мо́жна + infinitive? Так, + мо́жна + infinitive. Ні, + не + мо́жна + infinitive. Чи мо́жна писа́ти/говори́ти? Так, мо́жна писа́ти/говори́ти. Ні, не мо́жна писа́ти/говори́ти. 4.2 Що + мо́жна + infinitive? Мо́жна + infinitive + noun in genitive or accusative. Що мо́жна чита́ти? Мо́жна чита́ти журна́л. 4.3 Чи + мо́жна + infinitive + preposition + noun in instrumental case? Так, + мо́жна + infinitive + preposition + noun in instrumental case. Ні, + не + мо́жна + infinitive + preposition + noun in instrumental case. Чи мо́жна йти з бра́том? Так, мо́жна йти з бра́том. Ні, не мо́жна йти з бра́том.

GRADE 10

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able</u>: 1. To count from 1 to 1001 2. To recognize the ordinal numbers 1 to 21 (nominative case singular only)	

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CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS		LINGUISTIC CONTENT
GRADE 10: The student will be able:		
1. To ask and tell parts of the day	1.1	Коли́ + subject + verb?
		Subject + verb + adverbial phrase.
		Коли́ він чита́є?
		Він чита́є опі́вдні/вра́нці/уве́чері.
		Він чита́є по обі́ді.
2. To ask and tell the days of the week	2.1	Яки́й день сього́дні?
		Сього́дні + day of the week.
		Сього́дні понеді́лок.
	2.2	Яки́й день бу́де за́втра?
		За́втра + бу́де + day of the week.
		За́втра бу́де вівто́рок.
	2.3	Яки́й день був вчо́ра?
		Вчо́ра + був/була́ + day of the week.
		Вчо́ра був четве́р.
		Вчо́ра була́ неді́ля.
3. To ask and tell the seasons	3.1	Яка́ це пора́ ро́ку?
		Це + season.
		Яка́ це пора́ ро́ку?
		Це лі́то.
4. To ask and tell time of day in hours	4.1	Котра́ годи́на?
		Пе́рша годи́на.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: The student will be able:	
1. To ask and tell about possession using the accusative and the genitive case with inanimate and animate objects	1.1 Inanimate objects. Чи + subject + verb + noun in accusative? Так, + subject + verb + noun in accusative. Ні, + subject + не + verb + noun in genitive. Чи ти ма́єш журна́л?/кни́жку?/перо́? Так, я ма́ю журна́л/кни́жку/перо́. Ні, я не ма́ю журна́ла (журна́лу)/кни́жки/пера́. 1.2 Animate objects. Чи + subject + ма́ти + noun in accusative? Так, + subject + ма́ти + object in accusative. Ні, + subject + не + ма́ти + noun in genitive. Чи ти ма́єш бра́та?/сестру́? Так, я ма́ю бра́та/сестру́. Ні, я не ма́ю бра́та/сестри́.
2. To state possession using the genitive case	2.1 Це + subject + noun in genitive. Це кни́жка Тара́са/Васи́ля. Це кни́жка Ві́ри/Оле́сі.

CATEGORY: EXPRESSING STATES OF MIND AND ATTITUDES

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 10: <u>The student will be able</u>:	
1. To express feeling	1.1 **Subject + adjective.** Я сто́млений/сто́млена. Ми сто́мленi.
	1.2 **Subject + люби́ти + infinitive.** Я люблю́ співа́ти.
2. To express necessity	2.1 **Тре́ба + infinitive.** Тре́ба писа́ти.

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS		LINGUISTIC CONTENT
GRADE 10: The student will be able:		
1. To specify persons and objects using the demonstrative adjectives		
This, those	1.1	Цей + masculine noun in nominative.
		Цей стіл . . .
	1.2	Ця + feminine noun in nominative.
		Ця шко́ла . . .
	1.3	Це + neuter noun in nominative.
		Це вікно́ . . .
	1.4	Ці + plural noun in nominative.
		Ці книжки́ . . .
That, those	1.5	Той + masculine noun in nominative.
		Той стіл . . .
	1.6	Та + feminine noun in nominative.
		Та шко́ла . . .
	1.7	Те + neuter noun in nominative.
		Те вікно́ . . .
	1.8	Ті + plural noun in nominative.
		Ті книжки́ . . .

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SUGGESTED VOCABULARY

РОДИ́НА

ма́ма	брат
син	ону́к/внук
сестра́	дочка́
дя́дько/ву́йко	ба́ба/бабу́ся
та́то	ті́тка/те́та
ді́до/діду́сь	ону́чка/вну́чка

ЛЮ́ДИ

хло́пець	студе́нт
чолові́к	студе́нтка
па́нна	жі́нка
гість	па́ні
ді́вчина	това́риш
пан	това́ришка
дити́на	учи́тель
фармар/фе́рмер/фа́рмер	учи́телька

ШКО́ЛА

кля́са	стіна́
сте́ля	вікно́
підло́га	та́блиця
па́рта	кріс́ло
папі́р	кни́жка
журна́л	газе́та
чи́танка	годи́нник
олівець	перо́
но́жиці	кре́йда
гу́мка	лінійка

полúція	плóща
клей	смітя́рка
двéрі	дзвінóк
свíтло	фáрба
стíл	шíтка
зóшит	абéтка/áзбука
словни́к	шáфа
часóпис	

ДНІ ТИ́ЖНЯ

понедíлок	п'я́тниця
вівто́рок	суббóта
сéредá	недíля
четвéр	

ЧАС

будúльник	секу́нда
рік	мíсяць
хвили́на	годúна
день	ти́ждень
календáр	

СПОРТ

тéніс	бейсбóл
гра	гокéй
баскетбóл	гольф
футбóл	волейбóл
грач	

ÓДЯГ

черевúк	костю́м
штани́	шáпка

сві́тер	жаке́т
парасо́ля	ґу́дзик
чо́біт	шкарпе́тка/панчо́ха
соро́чка	бл́юзка
спідни́ця	ху́стка
крава́тка	капелю́х
ша́лик	рукави́ця
пальто́/плащ	по́яс

ЧАСТИ́НИ ТІ́ЛА

голова́	нога́
зуб	пле́чі
о́ко	борода́
шока́	чоло́/лоб
ши́я	лице́
лі́коть	язи́к
воло́сся	го́рло
зад	па́лець
ніс	коліно
ву́хо	живі́т
рот	рука́
се́рце	

БУДИ́НКИ

ха́та	крамни́ця
шко́ла	університе́т
теа́тр	ґара́ж
інститу́т	музе́й
дім	бібліоте́ка
це́рква	ста́йня

ЇЖА

хліб
чай
какáо
м'ясо
цýкор
борщ
сіль
бýлка/бýлочка
сік
сóдова водá
ковбасá

мед/мід
голубцí
пéрець
молокó
кáва
сметáна
яйцé
кáша
варéники
пшенúця

ТРАНСПОРТÁЦІЯ

áвто
трамвáй
корабéль
автóбус
машúна

літáк
пóїзд/пóтяг
тролéйбус
чóвен
вантáжник

ГОРÓДИНА ТА ÓВОЧІ

барабóля/картóпля
капýста
біб
огірóк
цибýля
петрýшка
гриб
ананáс
буряк
фасóля
кріп

помідóр
часнúк
редúска/рéдька
слúвка
дúня
горóх
мóрква
рíпа
кукурýдза
салáта
хрін

чере́шня	кав'ун
гарбу́з	виногра́д
я́блуко	мали́на
цитри́на	абрико́са
бана́н	гру́шка
помара́нча	я́года
суни́ця	

ДОМА́ШНІ ТВАРИ́НИ

кінь	ка́чка
ку́рка	теля́
інди́к	соба́ка/пес
птах	коро́ва
кіт	пі́вень/когу́т
ми́ша	гу́ска
свиня́	вівця́, ві́вці

ЗВІ́РІ Й КОМА́ХИ

їжа́к	мете́лик
горобе́ць	за́єць
му́ха	кома́р
жа́ба	мі́ль
бджола́	сова́

ПОГО́ДА

сні́г	не́бо
со́нце	хма́ра
зі́рки	ві́тер
дощ	мі́сяць

ГЕОГРА́ФІЯ Й ПРИРО́ДА

село́ — столи́ця — по́ле — мо́ре — мак — ро́жа — кві́тка — мі́сто — межа́ — гора́

де́рево — листо́к — рі́ка́ — трава́ — краї́на — прові́нція — океа́н — парк — гай — ліс

НА́ПРЯМ

правору́ч — лівору́ч

пря́мо

СВЯ́ТА

Велико́день — Різдво́ — щедрі́вка — па́ска

кутя́ — пи́санка — коляда́

МУ́ЗИКА

пі́сня — слі́в

конце́рт

КО́ЛЬОРИ (in all genders)

чо́рний - а, е, і — зеле́ний - а, е, і — помара́нчовий - а, е, і — бронзо́вий - а, е, і

бі́лий - а, е, і — жо́втий - а, е, і — рожевий - а, е, і — си́вий - а, е, і

черво́ний - а, е, і	фіоле́товий - а, е, і
си́ній - я, є, і	

VERBS

бу́ти	ба́чити
пита́ти	писа́ти
чита́ти	танцюва́ти
обі́дати	малюва́ти
працюва́ти	стоя́ти
співа́ти	да́ти
і́хати	дя́кувати
робі́ти	слу́хати
бі́гати	зна́ти
би́ти	відповіда́ти
ши́ти	розмовля́ти
чека́ти	іти́
продава́ти	люби́ти
ма́ти	ми́ти
каза́ти	пи́ти
гра́ти	помага́ти
чу́ти	сіда́ти
говори́ти	купува́ти
жи́ти	

VERBS USED ONLY IN THE IMPERATIVE

сіда́й/сіда́ймо/сіда́йте	ходи́/ході́мо/ході́ть
дай/да́ймо/да́йте	вставáй/вставáймо/вставáйте

ADVERBS

сьогодні́	ду́же
тепе́р/за́раз	все

вра́нці	за́втра
го́лосно	вдень
додо́му	вве́чорі
сюди́	ти́хо
тут	ще раз
туди́	бли́зько
також	он
зно́ву	пі́зно
вчо́ра	тре́ба
вночі́	дале́ко
вдо́ма	півгоди́ни
ско́ро	ті́льки
там	ось
до́бре	ра́нок
наре́шті	доскона́ло

CONJUNCTIONS

і/й	але́
та	чи

INTERROGATIVES

де?	куди́?
як?	зві́дки?
коли́?	чи?

All declensions of хто? що? (for recognition)

PREPOSITIONS

нема́	у
пі́сля	при
про	від
з/із/зі	для

до

бі́ля/ко́ло

на

ADJECTIVES (All genders singular/plural only in the nominative case)

мали́й - а, е, і

пога́ний - а, е, і

га́рний - а, е, і

вели́кий - а, е, і

до́брий - а, е, і

сто́млений - а, е, і

стари́й - а, е, і

нови́й - а, е, і

STRUCTURES

Students are expected to demonstrate the use of the following structural concepts:

NOUNS

1. Gender:

   Masculine, feminine, neuter (hard and soft declension endings mastered and mixed declension endings recognized).

2. Cases:

   a. Nominative singular and plural of hard and soft declensions. Three exceptions to the plural will be introduced:

      дити́на ⟶ ді́ти

      люди́на ⟶ лю́ди

      ді́вчина ⟶ ді́вча́та

   b. Genitive: singular only, with common endings.

   c. Dative: singular of masculine and feminine nouns only when used to express to whom something is given (with the verb "да́ти" and after the auxiliary "тре́ба").

   d. Accusative: singular only.

   e. Vocative: singular only, with the common endings.

   f. Instrumental: singular only.

g. Locative: singular only.

Regular endings in "і", with the consonant change noted in the feminine and neuter gender: К → Ц
Х → С
Г → З
Г → З

Irregular endings:

i. animate masculine nouns - people and domestic animals receive the endings -ові/-еві/-єві;
ii. the ending "у" in the locative case will only be recognized.

ADJECTIVES (nominative case only)

1. Gender: masculine, feminine, neuter.
2. Number: singular and plural.

NUMERALS

1. Cardinal numbers: 1 to 1000
   - the use of numerals shall be restricted to instances when age is indicated or, when nouns follow with the last digit not exceeding four,
   e.g., два́дцять чоти́ри жі̂нки.

2. Ordinal numbers: 1 to 21 in the nominative case only for all genders (oral mastery).

PRONOUNS

1. Personal pronouns in the nominative case only.
2. All genders of demonstrative pronouns in the nominative case only,

e.g., цей, ця, це, ці
той, та, те, ті

VERBS

1. Verbs conjugated in the present, past and future using "бу́ти".
2. Certain verbs in the imperative (see Suggested Vocabulary).

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To use appropriate social conventions	
Greetings	До́бого ра́нку! До́брий ра́нок! До́брий ве́чір!
	Будь здоро́вий. На здоро́в'я.
	Весе́лих свят.
Responses to greetings	До́бре, дя́кую.
Apologies	Вибача́йте, вибача́й
	На жаль, . . . як жаль!
Gaining attention	Ува́га!
Approval and disapproval	Чудо́во, пога́но
Requests for repetition	Про́шу + imperative!
	Про́шу повтори́/повтори́ть!
	Про́шу ще раз скажи́/скажи́ть!

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able:</u>	
1. To ask and state one's name	1.1 **Як + subject + verb?** Як ти називáєшся? **Subject + verb + name.** Я називáюся Тарáс. 1.2 **Якé + possessive pronoun + ім'я́ й прíзвище?** Якé твоє́ ім'я́ й прíзвище? **Possessive pronoun + ім'я́ й прíзвище.** Моє́ ім'я́ й прíзвище Тарáс Бу́льба. **Subject + ім'я́ й прíзвище.** Я Тарáс Бу́льба.
2. To ask and tell about one's place of birth	2.1 **Де + subject + verb?** **Subject + verb + noun in locative.** Де ти народи́вся/народи́лася? Я народи́вся в Едмонто́ні в Альбе́рті. Я народи́лася в Едмонто́ні.
3. To ask and tell about one's date of birth	3.1 **Коли́ + subject + verb?** Коли́ ти народи́вся? **Subject + verb + date.** Я народи́вся 15 гру́дня 1960 ро́ку. Я народи́лася 15 гру́дня 1960 ро́ку.
4. To address someone in the plural	4.1 Ді́ти!

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CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able:</u>	
1. To ask and state ability to do something	1.1 Що + subject + уміти + infinitive? Subject + уміти + infinitive. Що ти вмієш робити? Я вмію читати. 1.2 Чи + subject + уміти + infinitive? Так, + subject + уміти + infinitive. Чи ти вмієш писати? Так, я вмію писати.
2. To ask and state with what or with whom one does something	2.1 Чим + subject + verb? Subject + verb + noun in instrumental. Чим ти їси? Я їм ложкою. 2.2 З ким + subject + verb? Subject + verb + з + noun in instrumental. З ким ти їси? Я їм з Тарасом/Вірою/батьками.
3. To ask and state what one does using a reflexive verb	3.1 Що + subject + verb? Subject + reflexive verb. Що ти робиш? Я миюся. Що він робить? Він миється.

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To ask and state where people and objects are located in the plural	1.1 Де + subject? Subject + preposition + noun in locative plural. Де книжки́? Книжки́ на столя́х/поли́цях.
2. To express distance relative to another location	2.1 Як дале́ко + subject + від + noun in the genitive case? Subject + distance + від + object. Як дале́ко Ка́лґері від Едмонто́ну? Ка́лґері 289 кіломе́трів від Едмонто́ну.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able:</u> 1. To ask and state possession using possessive pronouns	1.1 Чий/чия́/чиє́ + це + noun? Це мій/твій/її́/його́ + noun. Це моя́/твоя́ + noun in the nominative case. Це моє́/твоє́ + noun in the nominative case. Це мої́/твої́ + noun in the nominative case. Чий це стіл? Чия́ це кни́жка? Чиє́ це а́вто? Чиї́ це чо́боти? Це мій/твій/її́/його́ стіл. Це моя́/твоя́/її́/його́ кни́жка. Це моє́/твоє́/її́/його́ а́вто. Це мої́/твої́/її́/його́ чо́боти. 1.2 Чий/чия́/чиє́ + це + noun? Це наш/ваш/їх + noun. Це на́ша/ва́ша/їх + noun. Це на́ше/ва́ше/їх + noun. Це на́ші/ва́ші/їх + noun. Чий це стіл? Чия́ це кни́жка? Чиє́ це а́вто? Чиї́ це чо́боти? Це наш/ваш/їх стіл.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	Це на́ша/ва́ша/їх кни́жка. Це на́ше/ва́ше/їх а́вто. Це на́ші/ва́ші/їх чо́боти. Note: Possessive pronouns must agree in gender and number with the nouns.
2. To ask and state possession using the genitive plural of the masculine noun	2.1 Чий/чия́/чиє́/чиї́ + це + noun in the nominative? Це + noun in genitive plural + noun in the nominative. Чий це журна́л? Це Козакі́в журна́л.

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able</u>:	
1. To state and describe the weather condition	1.1 Яка́ пого́да? Пого́да + adjective. Яка́ пого́да? Пого́да холо́дна.
	1.2 Як надво́рі? Надво́рі + adverb. Як надво́рі? Надво́рі хо́лодно.
2. To describe how someone performs an action	2.1 Як + subject + verb? Subject + adverb + verb. Як Іва́н співа́є? Іва́н сюро співа́є.
	2.2 Він чудо́во пи́ше.

CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To ask, state and deny permission using the instrumental plural form	1.1 Чи + можна + infinitive + preposition + noun in the instrumental? Можна + infinitive + preposition + noun in the instrumental. Чи можна йти з братами/учнями? Можна йти з братами/учнями.

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CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able</u>: 1. To count from 1 to 1000 2. To use ordinal numbers in the singular in all cases/genders from 1 to 21 3. To ask and state amount	3.1 Чи це + adverb? Так, це + adverb. Ні, це не + adverb. Чи це бага́то/ма́ло? Так, це бага́то/ма́ло. Ні, це не бага́то/ма́ло. 3.2 Скі́льки + subject + verb + noun in genitive plural? Subject + verb + adverb + noun in genitive plural. Subject + verb + number + noun in genitive plural. Скі́льки ти ма́єш олівці́в/книжо́к/авт? Я ма́ю бага́то олівці́в/книжо́к/авт. Я ма́ю ма́ло олівці́в/книжо́к/авт. Я ма́ю шість брати́в/сестёр/я́блук.

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To ask and state the month	1.1 Котри́й це мі́сяць? Це сі́чень.
2. To ask and state the day of the week of an action	2.1 Коли́ + subject + verb? Subject + verb + preposition + noun in the accusative case. Коли́ ти і́деш? Я і́ду в се́реду.
3. To ask and tell the duration of time	3.1 Як до́вго + subject in the nominative case + verb? Subject + verb + adverb. Як до́вго ти чита́єш? Я чита́ю годи́ну/півгоди́ни.
4. To ask and state frequency	4.1 Чи + subject + adverb + verb? Так, + subject + adverb + verb. Чи ти ча́сто чита́єш? Так, я ча́сто чита́ю.
5. To ask and tell time in hours and minutes	5.1 Котра́ годи́на? Пе́рша годи́на. П'ять по пе́ршій. П'ять до пе́ршої./За п'ять пе́рша. Пів до пе́ршої.

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CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: <u>The student will be able:</u> 1. To relay and answer a question	1.1 Пита́й + proper noun in the genitive case, + що, як, коли́ + subject + verb. Пита́й Сла́вка, що Гали́на ро́бить. 1.2 Subject + verb, + де + subject + verb. " " як " " " " коли " " Він пита́є, де хор співа́є.

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To express a reason in response to a question	1.1 Чому́ + subject + verb?
	Чому́ ти співа́єш?
	Subject + verb, + бо . . .
	Я співа́ю, бо . . .

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CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 11: The student will be able:	
1. To express feeling	1.1 Subject + verb + infinitive + adverb.
	Я му́щу чита́ти го́лосно.

SUGGESTED VOCABULARY

РОДИ́НА

ма́ти	двоюрі́дний брат
племі́нниця	племі́нник
ба́тько	двоюрі́дна сестра́

ЛЮ́ДИ

дружи́на	друг/по́друга
осо́ба	у́чень/учени́ця
пано́ве	сусі́д/сусі́дка
профе́сор/профе́сорка	прия́тель/прия́телька
муж	викладач/викладачка

ШКО́ЛА (ШКІ́ЛЬНА ДІЯ́ЛЬНІСТЬ)

ле́кція	оповіда́ння
дома́шня робо́та	і́спит
впра́ва	писа́ння
зміст	підру́чник
чи́тання	зада́ча
літерату́ра	ка́зка
дикта́нт	оці́нка
завда́ння	п'є́са

МІСЯЦІ́

сі́чень	ли́пень
лю́тий	се́рпень
бе́резень	ве́ресень
квітень	жо́втень
тра́вень	листопа́д
че́рвень	гру́день

БУДІ́ВЛІ

ресторáн
пóшта
магазúн
книгáрня
банк

ПРИЙНЯ́ТТЯ Ї́ЖІ

снідáнок
обі́д
перéкуска
вечéря

Ї́ЖА

смáжена картóпля
шúнка
смáжена рúба
січéник
котлéта
ковбáска на бýлочці
рúж

ПРИРÓДА

сад
земля́
тінь
потік
кущ
насíння
водоспáд
степ
кáмінь
óзеро, пляж, берег

ПОГÓДА

бýря
лід
туман
снiжúнки
грім
блúскавка
мряка
град
весéлка
морóз

СВЯ́ТА

Вели́кдень
кра́шанка
Різдво́
кала́ч
День наро́дження
весі́лля
Чи́стий четве́р
гаївки́
Свят Ве́чір
імени́ни
День ма́тері
корова́й
Вели́ка П'я́тниця
Святи́й Микола́й
День ба́тька

МУ́ЗИКА

оркéстра
цимба́ли
банду́ра
трембі́та
симфо́нія
скри́пка
лі́ра
о́пера
піяні́но
сопі́лка

ПОРИ́ РО́КУ

лі́то
весна́
зима́
о́сінь

ЗВІ́РІ

вовк
ма́впа
бобе́р
бі́лка
зе́бра
лис
лев
черепа́ха
верблю́д
тигр
ведмі́дь
слон
коза́
жира́фа
о́лень

VERBS

хоті́ти
народи́тися
па́дати
коси́ти
рости́
сні́дати
вари́ти
чи́стити
купа́тися
уміти́
віддава́тися
ходи́ти
називатися
сади́ти
ві́яти
пла́вати
плати́ти
вече́ряти

руба́ти
сміятися
помага́ти
спіши́ти
вчи́тися
плеска́ти
диви́тися
рахува́ти
сиді́ти
дарува́ти
спа́ти
проси́ти
сма́жити
розуміти́
витира́тися
і́сти
ви́йти за́між

ADVERBS

бага́то
до́сить
те́мно
ніко́ли
ле́гко
восени́
взи́мку
пря́мо
тро́хи
кі́лька
ча́сто
за́вжди

тру́дно
вліткy
право́руч
ви́разно
ма́ло
я́сно
ча́сом
тоді́
тя́жко
на весні́
ліво́руч
ра́зом

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CONJUNCTIONS

бо	тому́ що
коли́	

QUESTIONS

чому́?	як бага́то?
скі́льки?	котри́й?
яки́й?	чий/чия́/чиє́/чиї́?

PREPOSITIONS

без	над
че́рез	пе́ред
за	з
крім	під

ADJECTIVES

холо́дний/зи́мний	ки́слий
мо́крий	смачни́й
м'яки́й	глибо́кий
соло́дкий	сухи́й
те́мний	пра́вий
те́плий/гаря́чий	свіжий
лі́вий	гірки́й
тверди́й	сві́тлий
соло́ний	

STRUCTURES

Students are expected to demonstrate the use of the following structural concepts:

NOUNS

1. Gender:

   All genders in the plural to be mastered.

2. Cases:

   Note: Genitive - for recognition in the present form.

две́рі	-е́й	двере́й
гро́ші		грошей
ді́ти		діте́й
лю́ди		люде́й

   - genitive partitive introduced.

ADJECTIVES

1. Adjectives in the singular in all cases and genders.

NUMERALS

1. Cardinal numbers: 1 to 1000
   - use of numbers 5 and greater followed by a noun (M, F, N) indicating quantity, e.g., шість я́блук.

2. Ordinal numbers in the singular in all cases and genders from 1 to 21.

PRONOUNS

1. Possessive pronouns in all genders, in the nominative case only.

VERBS

1. Irregular verbs introduced in the present, past and future with "бу́ти" tenses.

2. Reflexive verbs of the first and second conjugations introduced, the first conjugation with the third person singular, e.g., він ми́ється, to be stressed.

3. Imperative forms of the verbs to be used orally.

ADVERBS

1. Adverbs and certain question words indicating a quantity and requiring the genitive plural endings in the noun, e.g., Скі́льки? Бага́то гроше́й, to be introduced.

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To use appropriate social conventions	
Greetings	Дороги́й + masculine proper noun in vocative case.
	Дороги́й Тара́се.
	Дорога́ + feminine proper noun in vocative case.
	Дорога́ Окса́но.
	Дороги́ + plural proper noun in vocative case.
	Дороги́ ді́ти.
	Сла́ва Ісу́су Христу́!
	Як спра́ви?
Responses to greetings	Сла́ва на ві́ки!
	До́бре, дя́кую.
Apologies	Перепро́шую.
Good wishes	Смачно́го! Рости́ вели́кий!
	Щасли́вої доро́ги! Щасли́ва доро́га!
Sympathy and concern	Бі́дний! Бі́дна! Бі́дне! Бі́дні!
	Що є?
	Що за біда́?
	В чо́му спра́ва?
Approval and disapproval	Знамени́то! Доскона́ло! Надзвича́йно!
	Ой ли́шенько! Біда́ та й го́ді!
	Ще й то́го нам тре́ба!

GRADE 12

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Toasts	На здоро́в'я! Дай Бо́же! На мно́гі лі́та!
Thanks	Бо́гу дя́кувати . . . !
Farewells	Бува́йте здоро́ві!
Addressing an audience	Шано́вні + noun in vocative plural. Шановні го́сті. Шановні пано́ве.

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CATEGORY: IDENTIFICATION OF PERSONS AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To address someone	1.1 Vocative exceptions. Тара́сику! Хло́пче! Пані́ й пано́ве!
2. To ask and state what something is using plural nouns	2.1 Що це? Це + noun in nominative. Це гру́ди/две́рі/гро́ші/окуля́ри.
3. To ask and tell nationality	3.1 Чи + subject + nationality? Так, + subject + nationality. Чи ти украї́нець? Чи ти украї́нка? Так, я украї́нець. Так, я украї́нка.
4. To ask and state one's intended profession	4.1 Чим + subject + verb? Subject + verb + noun in instrumental. Чим ти бу́деш? Я бу́ду інжене́ром/інжене́рою.

CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To express repeated action in the present and past	1.1 Subject + verb (imperfective) + noun in accusative. Я ча́сто куп́ую молоко́. Я ча́сто купува́в молоко́.
2. To express a definitely completed action	2.1 Subject + verb (perfective). Я купи́в. Я прочита́в.
3. To express an assertion that the action will be done	3.1 Subject + verb (perfective). Я куплю́. Я прочита́ю.
4. To express a possible or desirable action under specified conditions	4.1 Subject + verb + particle б or би. Я чита́в би . . . Я чита́ла б . . .

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CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To express distance as compared to another location	1.1 Вінніпе́ґ да́льше ніж Саскату́н.
2. To express geographic locations in reference to cities/countries and continents	2.1 Кана́да на пі́вночі від Аме́рики. Аме́рика на пі́вдні від Кана́ди. Євро́па на схо́ді від Кана́ди. Ванку́вер на за́ході від Едмонто́ну.

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: <u>The student will be able</u>:	
1. To ask and state the duration of time one takes to perform an action, relative to the time taken by another	1.1 Як + adverb + subject + verb? Subject + verb + adverb + ніж + noun in nominative. Як до́вго ти чита́єш? Я чита́ю до́вше ніж Тара́с.
2. To state the frequency with which one performs an action relative to the frequency with which another does so	2.1 Subject + adverb + verb + ніж + pronoun in nominative. Я части́ше чита́ю ніж ти.
3. To state whether one is early or late	3.1 Я уже́ спізни́вся. Уже́ пі́зно. Ще ра́но.
4. To state the frequency of a recurring action	4.1 Subject + ко́жного/ко́жної or що + noun in genitive + verb. Він ко́жного дня співа́є.
5. To state time in the present, past and future	5.1 Мину́лого/цього́/насту́пного мину́лої/ці́єї/насту́пної + noun . . . Мину́лого ро́ку . . .

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To express possession in all cases, singular and plural, using the possessive pronoun	1.1 Subject + verb + preposition + possessive pronoun + noun in genitive. . . . до мо́го бра́та. . . . до мо́єї сестри́. . . . до мо́го де́рева.
2. To express possession in all cases by forming a possessive adjective from a noun	2.1 Це Богда́нів/Ві́рин папі́р. Це Богда́нова/Ві́рина кни́жка. Це Богда́нове/Ві́рине а́вто. Це Богда́нові/Ві́рині чо́боти.

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To ask and tell one's state of health	1.1 Як + subject + чу́тися/почува́тися? Як ти чу́єшся/почува́єшся? До́бре, дя́кую. Не зле. Я хво́рий/слаби́й. Я здоро́вий.
2. To compare one thing to another	2.1 Бори́с до́брий у́чень. Васи́ль кра́щий у́чень, а Сла́вко найкра́щий у́чень.

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: <u>The student will be able</u>:	
1. To use the partitive genitive	1.1 Subject + verb + noun. Я хо́чу ча́ю.
2. To compare the degree of quantities	2.1 Я ма́ю бі́льше, ніж ти. Вона́ ма́є найбі́льше.

GRADE 12

CATEGORY: EXPRESSING DESTINATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able: 1. To ask and state where one is going to and coming from	1.1 Куди́/звідки + subject + verb? Subject + verb + preposition + noun in genitive. Куди́/звідки ти йдеш? Я йду до/від/з хо́ру/лі́су/теа́тру. Note: Some masculine nouns in the genitive take the ending "у" or "ю" in the singular.

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CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: <u>The student will be able:</u> 1. To ask, state and deny permission using the instrumental plural	1.1 Чи + мо́жна + infinitive + preposition + noun in instrumental? Мо́жна + infinitive + preposition + noun in instrumental. Чи мо́жна йти з дітьми́? Мо́жна йти з дітьми́.

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND CONDITIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
GRADE 12: The student will be able:	
1. To express a feeling of liking using the dative case	1.1 Subject + verb. Тара́сові/Васи́леві/Андрі́єві подо́бається . . . Ві́рі/Ле́сі/Марі́ї подо́бається . . . Студе́нтам/у́чням подо́бається . . .
2. To express a feeling of satisfaction	2.1 Subject + задово́лений/а/е/і + noun in instrumental. Він задово́лений журна́лом. Вона́ задово́лена кни́жкою. Воно́ задово́лене ми́лом. Він задово́лений газе́тами. Він задово́лений дітьми́.
3. To state a condition, as experienced by a person, using the dative case	3.1 Subject + adverb. Тара́сові хо́лодно. Ві́рі ну́дно. Ді́тям ве́село.
4. To express feeling	4.1 Subject + verb + infinitive + adverb. Я му́шу чита́ти го́лосно. 4.2 У + pronoun or noun in genitive . . . У ме́не боли́ть голова́. У те́бе боли́ть голова́. У нього́ боли́ть голова́. У нас боли́ть голова́. У вас боли́ть голова́. У них боли́ть голова́.

SUGGESTED VOCABULARY

ПРИРО́ДА - (Дере́ва, кві́ти)

я́лі́нка/я́лі́ця	бу́дя́к
клен	со́няшник
барві́нок	фі́я́лка
лелі́я	бере́за
чорнобри́вці	каштан
дуб	кульба́ба
топо́ля	троя́нда

КОМА́ХИ, РИ́БИ, ПТАХИ́

ба́бка	рак
жук	воро́на
мура́шка	ла́стівка
черв'я́к	джміль
соро́ка	оса́
оре́л	ко́ник
журавель	цвіркун
бджола́	щу́ка
павук	го́луб
со́нечко	ле́бідь

НА́ПРЯМ

пі́вніч - на пі́вночі	пі́вдень - на пі́вдні
за́хід - на за́ході	схід - на сході

СВЯ́ТА

Мала́нка	Іва́на Купа́ла
Йордан	

ЛЮ́ДИ

господа́р
господи́ня
грома́да
член
мо́лодь
ре́ктор
у́ряд
коха́ний
коха́на

БУДИ́НКИ

лікарня
фа́брика
дзвіни́ця
апте́ка
ста́нція
лето́вище
шпита́ль
ве́жа

РЕСТОРА́Н

меню́
стра́ва
обслу́га
апети́т
смак
офіціянт
по́рція
ку́хар/кухарка
серве́тка

ПО́СУД

виде́лка
тарілка
скля́нка
ло́жка
ми́ска
горня́тко
ніж
ча́шка
підста́вка

ЗДОРО́В'Я

лі́ки
грілка
ра́на
просту́да/ката́р
лікарство
вітаміни

кров
ка́шель
пі́лка́ля

біль
хворо́ба

ПОЧУТТЯ́

ві́ра
задово́лення
наді́я
плач
спо́кій
ща́стя
со́ром
любо́в

біда́
жаль
страх
гнів
мир
неспо́кій
сміх
кло́піт

ФАХИ́

а́втор
дантист/дентист
кравець/кравчи́ня
лі́кар
артист/артистка
музика́нт
апте́кар
дире́ктор
інжене́р
медсестра́
масте́ць
секрета́рка
адвока́т

дириґе́нт
листоно́ша/пошта́р
акто́р
молоча́р
пе́кар
письме́нник
сто́рож
тесля́р
продаве́ць
фото́граф
свяще́ник
хлібороб

РОБО́ЧІ ІНСТРУМЕ́НТИ

ви́ла
граблі́

відро́
ви́крутка

шру́ба
шнуро́к
са́па
соки́ра
пи́лка
ши́пці

та́чка
лопа́та
драби́на
молото́к
цвях
полива́льник

ПОМЕ́ШКАННЯ Й МЕ́БЛІ

вхід
подві́р'я
травни́к
пивни́ця
ша́фа
лазни́чка
умива́льник/кран
ку́хня
холоди́льник
їда́льня
о́браз/карти́на
ки́лим
ра́діо
ва́за
коридо́р
хідни́к
телеві́зія/телеба́чення/телеві́зор
спа́льня
поду́шка
дзе́ркало

га́зова/електри́чна пли́та
фіра́нки
грамофо́н
вазо́нок
ми́ло
телефо́н
дива́н
комо́ра
віта́льня
схо́ди
парка́н/пліт
ко́мин
лі́жко
ко́вдра
ва́нна
рушни́к
ля́мпа
фортепія́но
попільни́чка
дах

НАЦІОНА́ЛЬНОСТІ

украї́нець	кана́дка
украї́нка	францу́з
англі́єць	францу́женка
англі́йка	америка́нець
кана́дець	америка́нка

ADJECTIVES

весе́лий	тупи́й
нерво́вий	живи́й
глухи́й	бага́тий
му́дрий/розу́мний	тонки́й
хво́рий/слаби́й	го́стрий
бі́дний	сліпи́й
гру́бий	дурни́й
сумни́й	здоро́вий
терпели́вий	мертвий
німи́й	по́вний

VERBS

боя́тися	боліти́/боли́ть
ковта́ти	ка́шляти
крича́ти	пла́кати
бли́мати	загуби́ти
кли́кати	кури́ти
пили́ти	полива́ти
відчиня́ти	зачиня́ти
терпі́ти	дба́ти
забу́ти	гада́ти
ла́годити	ляга́ти
ра́дити	подо́батися
фарбува́ти	шкря́бати

бра́ти	ба́жати
пчи́хати/чха́ти	жури́тися
ди́хати	куса́ти
чиса́ти	пекти́
ме́шкати	умира́ти
будува́ти	

ADVERBS

ціка́во	чи́сто
пога́но	су́мно
ну́дно	ма́йже
заборо́нено	можли́во
споко́йно	звича́йно
спра́вді	ве́село
вира́зно	

CONJUNCTIONS AND PREPOSITIONS

щоб	по
за	а́ні
між	се́ред
якщо́	

STRUCTURES

Students are expected to demonstrate the use of the following structural concepts:

NOUNS

1. Cases:

   Basic review of all cases in the singular and plural of all genders. Note the following additional forms:

   a. Nominative: nouns used only in the plural form:

      e.g., гру́ди, две́рі, гро́ші, окуля́ри, но́жиці, воро́та

   b. Genitive: masculine nouns which take the ending "у" or "ю" in the singular:

      e.g., - collectives - хор
      - substances - чай
      - weather conditions - дощ
      - objects occupying a large physical space - теа́тр
      - abstract nouns - страх
      - intangible nouns - го́лос

   c. Dative: the use of the dative to indicate state or condition as experienced by a person:

      e.g., Іва́нові хо́лодно/ну́дно.

      - adverb with the dative of proper noun or personal pronoun
      - the verb "подо́батися" + the dative

   d. Instrumental: the use of the instrumental to express:

      - professions - e.g., Я бу́ду учи́телем.
      - use of something - e.g., Я пи́шу олівце́м.
      - emotion, with the adjective - e.g., задово́лений
      - to recognize the exceptions in the plural for
        ді́ти - дітьми́
        лю́ди - людьми́
        гро́ші - грішми́

e. Vocative: all the irregular endings both singular and plural:

- those ending in у/ю - e.g., Сла́вко - Сла́вку
- those ending in е - e.g.,
  хло́пець - хло́пче
  оте́ць - о́тче
  чолові́к - чолові́че

ADJECTIVES

1. Adjective plural mastery in all cases and genders.
2. Comparative and superlative forms of the adjective.
3. Possessive form of a noun acting as an adjective, e.g., Богда́новий све́тер.

NUMERALS

1. Ordinal numbers from 1 to 1001 in all cases and genders, singular and plural forms.

PRONOUNS

1. Possessive pronouns, all genders and cases, singular and plural, for recognition only.
2. Personal pronouns, all cases, singular and plural, for recognition only.
3. Indefinite pronouns, e.g., всі, хтось, щось, який́йсь.

VERBS

1. Imperfective and perfective of verbs introduced.
2. Perfective future of verbs introduced.
3. Imperative verb forms are introduced in writing for all conjugations.
4. Conditional mood, past and future, for all conjugations introduced.

ADVERBS

1. Comparative and superlative of adverbs introduced, e.g., бага́то - бі́льше - найбі́льше.

DEFINITION OF CULTURE

Culture may be defined as two interrelated concepts which are based on commonly shared values and cultural themes. Culture refers to a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy. It also refers to the behavioral patterns or lifestyles of people.

Teachers are asked to review the way people live in big cities as well as in small villages, the reactions of young people and those of the elderly, the points of view of different ethnic groups, the attitudes of people in different socio-economic strata and in different regions of a country. It is suggested that students develop the concept that people respond to life's needs in a variety of ways.

MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of the core content in Grades 10, 11 and 12. Specific topics within each theme are elective.

1. CONVENTIONS

   Conventions refer to accepted customs in the Ukrainian culture in the world. In some ways these customs and lifestyles are similar to the North American norm and in some instances these customs are unique. Possible topics for class study are:

   1. Greetings
   2. Introductions
   3. Farewells
   4. Patterns of politeness
   5. Hobbies
   6. Vacations

7. Culinary arts
8. Shopping
9. Travelling
10. Sports and games
11. Holidays and celebrations

2. ROLE OF THE FAMILY AND COMMUNITY IN UKRAINIAN AND UKRAINIAN-CANADIAN SOCIETY

In the study of this theme, students are expected to recognize the basic structure of the Ukrainian family unit and to identify interrelationships between family structure and institutions in the community.

3. ROLE OF EDUCATION IN UKRAINIAN AND UKRAINIAN-CANADIAN SOCIETY

Topics for comparative analysis include:

a. Types of schools;
b. Curricula;
c. Composition of student population;
d. Attitudes toward learning;
e. Roles of church and government in education.

4. ROLE OF GOVERNMENT IN UKRAINIAN AND UKRAINIAN-CANADIAN SOCIETY

It is expected that students be aware of the forms of government and their functions in countries where a sizeable Ukrainian population resides. Suggested topics include:

a. Multiculturalism in Canada;
b. Effects of Multiculturalism on Ukrainians in Canada;
c. Ukrainians in Ukraine, Argentina, Australia and other parts of the world.

5. INFLUENCE OF GEOGRAPHY, CLIMATE, AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE UKRAINIAN PEOPLE

The assumption made is that the lifestyles in a country or region are affected by the geography, climate and natural resources. In studying this theme, students are expected to:

a. acquire specific facts about the geography and climate of regions where Ukrainians reside;
b. identify the social and economic life of these regions;
c. analyze facts and formulate a concept of the way of life of the Ukrainian people.

6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES

It is expected that students develop a knowledge of and, if possible, participate in the art, music, dance, literature, and folklore of the Ukrainian culture. Students are expected to develop an awareness of the arts and their interrelationships with economic levels, available resources, climate and the aspirations of the Ukrainian people.

COURSE OUTLINE

Emphasis in the Three-Year Ukrainian Program is on the culture of Ukrainian-speaking Canadians. A suggested course outline follows:

1. Geography and Demography
2. Music - Songs and Dances
3. Folklore and Legends
4. Ukrainians in Alberta, other parts of Canada, Ukraine and other parts of the world
5. History
6. Family
7. Schools
8. Arts
9. Holidays and Celebrations
10. Religion

TEACHING STRATEGIES

BASIC ASSUMPTIONS

1. EMPHASIS ON COMMUNICATION SKILLS

One of the underlying premises in this program is that the study of language must be combined with opportunities to use the language. Knowledge of linguistic elements, vocabulary, sounds, word formation and grammar, although important, does not automatically lead to the ability to use the language.

The view taken in this program is that exercises and activities which encourage students to exchange with others messages of real interest to them should be introduced from the beginning of language study.

2. FOUR SKILLS APPROACH

Another assumption is that various combinations of all skills are necessary for effective communication in a language. As students vary in their predisposition toward oral and visual learning, it is desirable to appeal to as many of the senses as possible and to avoid a single approach for all students. To illustrate, some students will learn through visual presentation what they are not able to grasp orally. Similarly, concepts learned in receptive skills (listening and reading) can be reinforced through productive skills (speaking and writing).

3. EMPHASIS ON UNDERSTANDING THE STRUCTURE OF LANGUAGE

It is very important to assist students to understand the structure of the language to be learned. Content should be sequenced to maximize reference to meaning and situations. Similarities and contrasts of form and meaning should be emphasized with numerous

examples and illustrations.

4. INCREASED EMPHASIS ON CULTURAL AWARENESS

Comprehending a language and being able to express oneself in a language does not ensure understanding of the social customs, the patterns of behaviour, beliefs and values of a particular society. It is suggested that a planned study of culture be implemented.

5. ATTENTION TO STUDENT-CENTRED LEARNING

Increased recognition should be given to the fact that students differ in aptitude, in talents, in socio-economic background, in interests, in styles and rates of learning, and in various types of needs.

This program attempts to meet some of these different needs and interests through a variety of content and by selecting learning resources that correspond to the understanding and interest levels of our students.

TESTING AND EVALUATION

DEFINITION

Testing in education is a measurement of student progress and achievement. *Evaluation* is a value judgement or decision made after observation of the results obtained through testing. It is the process of determining to what extent the objectives of the program have been realized by the students. Testing, therefore, is the vital ingredient in this continuous teaching-learning process. It provides feedback to the learner, the teacher and the program developer which can be used for instructional improvement.

Tests in Ukrainian should be related to the objectives of the program and to the teaching and learning strategies being used. The weight given to receptive skills of reading and listening and to the productive skills of writing and speaking in testing should have a realistic relationship to the emphasis given to each of these skills in instruction.

PURPOSES OF TESTING

1. To communicate to the student what he is expected to learn and how he is to perform;
2. To inform the student of the extent of his progress and achievement in attaining program goals;
3. To motivate the student;
4. To encourage the student to organize, to review and to develop long-range retention of the material covered;
5. To provide information to the teacher for diagnostic and placement purposes;
6. To permit the teacher to adapt his teaching and to improve the program;

7. To facilitate decision making by the student, the parents and the school.

TYPES OF TESTS

The basic types of second language tests are: progress tests, achievement tests, proficiency tests, and tests of attitude and cultural awareness.

1. PROGRESS TESTS

The progress test measures how much a student has learned in a specific course of study. Given at the end of a lesson, a chapter, a unit or a semester, the progress test is the type of test used most often by the classroom teacher.

2. ACHIEVEMENT TESTS

The achievement test also measures what a student has learned but is designed for use with students at the same language level in different schools and programs. It is not intended as a final examination for grading students but for providing useful information for curriculum evaluation and planning.

3. PROFICIENCY TESTS

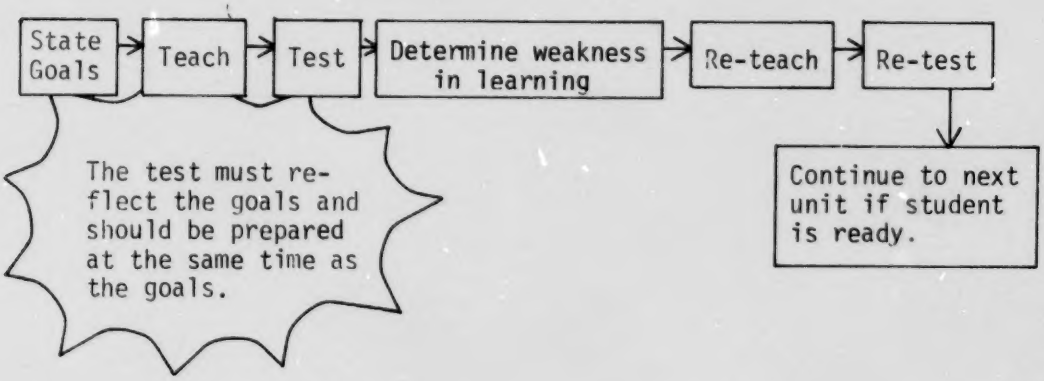
The proficiency test measures how a student's language ability corresponds to specific language expectations irrespective of the program of study he has followed. It is useful for placing a student in a course suitable to his ability.

4. TESTS OF ATTITUDE AND CULTURAL AWARENESS

The attitude test and the test of cultural awareness attempt to measure affective outcomes of language studies. Moreover, through measurement of a student's attitudes, feelings and values regarding the people whose language he is trying to acquire, it is assumed that conclusions can be made as to the influence of attitude on motivation and on language achievement itself.

THE TEACHING FOR MASTERY MODEL

In planning an effective instructional sequence, the following model should be kept in mind.


State Goals
Teach
Test
Determine weakness in learning
Re-teach
Re-test
The test must reflect the goals and should be prepared at the same time as the goals.
Continue to next unit if student is ready.

LEARNING RESOURCES

PRESCRIBED

Duravetz, G. Ukrainian Conversational and Grammatical. Levels 1 and 2. Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teachers' Association, 1976-77.

RESOURCES CROSS-REFERENCE

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: The student will be able:	
1. To use appropriate social conventions	
Greetings	Level I, pp. 35, 39
Responses to greetings	Level I, p. 35
Farewells and good wishes	Level I, p. 39
Thanks	Level I, p. 39
Gaining attention	Level II, pp. 197-99
Approval and disapproval	Level I, pp. 35, 39
Manners	Level I, p. 39
Sympathy	Level II, p. 57

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell who someone is	Level I, pp. 36, 45, 46, 50, 52
2. To ask and tell someone's name	Level I, pp. 66, 94, 95
3. To ask and tell what something is	Level I, p. 35
4. To address someone	Level I, pp. 47-48
5. To ask and tell about age	Level II, p. 66
6. To ask and state something about a person	Level I, pp. 146-47, 151

CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: The student will be able:	
1. To ask and tell whether one does something and what one does	Level I, pp. 52, 57-58, 61, 94, 195, 197
2. To express action in the negative	Level I, p. 59
3. To express actions in past tense with regular verbs	Level I, pp. 172-73
4. To express an action in the future	Level I, p. 64
5. To give commands	Level II, pp. 197-99, 200-205
6. To express actions in the negative	Level I, pp. 120-22, 124-27, 132
7. To ask and state to whom something is given	Level II, pp. 59-62

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell where people and objects are located	Level I, pp. 40, 63, 83-86, 91-92
2. To specify where people and objects are located	Level I, p. 40
3. To ask and tell where one lives	Level I, pp. 62, 81-86
4. To tell where one comes from	Level I, p. 132
5. To indicate proximity	Level I, pp. 132, 179

CATEGORY: EXPRESSING DIRECTION AND DESTINATION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: The student will be able:	
1. To ask and tell simple directions	Level I, pp. 40, 46 Level II, p. 52
2. To ask and tell from where one is coming	Level I, p. 132 Level II, p. 52
3. To ask and tell directions	

CATEGORY: DESCRIBING PEOPLE AND THINGS

GRADE 10: The student will be able:	
1. To ask and tell the color of things	Level I, pp. 67-69, 149
2. To tell quality of things and people	Level I, pp. 146-47
3. To intensify quality	Level I, pp. 153-54

CATEGORY: EXPRESSING PERMISSION, NEED AND DESIRE

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell what one wants to do	Level I, p. 62
2. To ask and tell if one wants to do something	
3. To state what one should/ needs to do	Level II, p. 64
4. To ask, state, and deny permission	Level II, pp. 75-77

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: The student will be able:	
1. To count from 1 to 1001	Level I, p. 201 Level II, pp. 339-40
2. To recognize the ordinal numbers 1 to 21 (nominative case singular only)	Level I, p. 160

CATEGORY: EXPRESSING TIME

GRADE 10: The student will be able:	
1. To ask and tell parts of the day	Level I, pp. 39, 42, 171
2. To ask and tell the days of the week	Level I, pp. 64, 157 Level II, p. 51
3. To ask and tell the seasons	Level II, p. 84
4. To ask and tell time of day in hours	Level I, p. 161

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: <u>The student will be able</u>:	
1. To ask and tell about possession using the accusative and the genitive case with inanimate and animate objects	Level I, pp. 120-21, 124-27, 129-30, 146-47, 153
2. To state possession using the genitive case	Level I, pp. 121, 124-27, 129-30

CATEGORY: EXPRESSING STATES OF MIND AND ATTITUDES

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 10: <u>The student will be able</u>:	
1. To express feeling	Level I, pp. 50-51
2. To express necessity	Level II, p. 64

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

GRADE 10: <u>The student will be able</u>:	
1. To specify persons and objects using the demonstrative adjectives	
This, those	Level I, pp. 129, 154
That, those	Level I, p. 129, 154

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: <u>The student will be able</u>:	
1. To use appropriate social conventions	
Greetings	Level I, p. 39
Responses to greetings	Level I, p. 35
Apologies	Level I, p. 39
Gaining attention	
Approval and disapproval	Level II, pp. 52, 54
Requests for repetition	Level II, pp. 197-99

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: The student will be able:	
1. To ask and state one's name	Level I, pp. 66, 94-95
2. To ask and tell about one's place of birth	
3. To ask and tell about one's date of birth	Level II, pp. 33-35
4. To address someone in the plural	

CATEGORY: EXPRESSING ACTION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: The student will be able:	
1. To ask and state ability to do something	Level I, p. 58
2. To ask and state with what or with whom one does something	Level II, pp. 78, 79
3. To ask and state what one does using a reflexive verb	Level I, p. 94 Level II, pp. 156-58

CATEGORY: EXPRESSING LOCATION

GRADE 11: The student will be able:	
1. To ask and state where people and objects are located in the plural	Level II, p. 2
2. To express distance relative to another location	Level II, p. 52, 141-42

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: The student will be able:	
1. To ask and state possession using possessive pronouns	Level I, pp. 70-74, 76, 129, 153
2. To ask and state possession using the genitive plural of the masculine noun	Level I, pp. 134-35

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

GRADE 11: The student will be able:	
1. To state and describe the weather condition	Level II, pp. 57, 63
2. To describe how someone performs an action	Level II, p. 52

CATEGORY: EXPRESSING PERMISSION AND DESIRE

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: <u>The student will be able</u>:	
1. To ask, state and deny permission using the instrumental plural form	Level II, pp. 79, 86

CATEGORY: EXPRESSING QUANTITY

GRADE 11: <u>The student will be able</u>:	
1. To count from 1 to 1000	Level I, p. 201 Level II, pp. 339-40
2. To use ordinal numbers in the singular in all cases/genders from 1 to 21	
3. To ask and state amount	Level I, pp. 191-95, 199 Level II, pp. 52, 133-34, 136, 138

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: <u>The student will be able</u>:	
1. To ask and state the month	Level II, p. 33
2. To ask and state the day of the week of an action	Level I, p. 157
3. To ask and tell the duration of time	Level I, p. 161 Level II, pp. 19-22
4. To ask and state frequency	Level I, p. 58
5. To ask and tell time in hours and minutes	Level I, p. 161 Level II, pp. 17, 18

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 11: The student will be able:	
1. To relay and answer a question	Level II, pp. 51, 52

CATEGORY: EXPRESSING CAUSE AND EFFECT

GRADE 11: The student will be able:	
1. To express a reason in response to a question	Level II, pp. 52, 53

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND CONDITIONS

GRADE 11: The student will be able:	
1. To express feeling	Level I, p. 88 Level II, p. 54

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: <u>The student will be able</u>:	
1. To use appropriate social conventions	
Greetings	Level I, pp. 39, 47, 48
Responses to greetings	Level I, p. 39
Apologies	
Good wishes	
Sympathy and concern	
Approval and disapproval	
Toasts	
Thanks	
Farewells	
Addressing and audience	

CATEGORY: IDENTIFICATION OF PERSONS AND THINGS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: The student will be able:	
1. To address someone	Level 1, pp. 47, 48
2. To ask and state what something is using plural nouns	Level I, pp. 70-74 Level II, pp. 131, 134
3. To ask and tell nationality	Level I, pp. 77, 149
4. To ask and state one's intended profession	Level II, pp. 77, 84

CATEGORY: EXPRESSING ACTION

GRADE 12: The student will be able:	
1. To express repeated action in the present and past	Level II, pp. 37-39
2. To express a definitely completed action	Level II, pp. 40-43
3. To express an assertion that the action will be done	Level II, pp. 40-43
4. To express a possible or desirable action under specified conditions	Level II, pp. 331-34

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: <u>The student will be able</u>:	
1. To express distance as compared to another location	
2. To express geographic locations in reference to cities/countries and continents	Level II, pp. 290-96, 308-311

CATEGORY: EXPRESSING TIME

GRADE 12: <u>The student will be able</u>:	
1. To ask and state the duration of time one takes to perform an action, relative to the time taken by another	Level II, pp. 308-311
2. To state the frequency with which one performs an action relative to the frequency with which another does so	Level II, pp. 308-311
3. To state whether one is early or late	Level II, pp. 51, 130, 157
4. To state the frequency of a recurring action	Level II, pp. 171-72
5. To state time in the present, past and future	Level II, pp. 171-72

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: The student will be able:	
1. To express possession in all cases, singular and plural, using the possessive pronoun	Level I, p. 129 Level II, p. 137
2. To express possession in all cases by forming a possessive adjective from a noun	Level I, pp. 134-35

CATEGORY: DESCRIBING PEOPLE, THINGS AND CONDITIONS

GRADE 12: The student will be able:	
1. To ask and tell one's state of health	Level II, pp. 49-57
2. To compare one thing to another	Level II, pp. 293-95

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: The student will be able:	
1. To use the partitive genitive	Level I, pp. 122, 204-205
2. To compare the degree of quantities	Level II, pp. 290, 308-311

CATEGORY: EXPRESSING DESTINATION

GRADE 12: The student will be able:	
1. To ask and state where one is going to and coming from	Level I, pp. 46, 47, 132 Level II, p. 142

CATEGORY: EXPRESSING PERMISSION AND DESIRE

GRADE 12: The student will be able:	
1. To ask, state and deny permission using the instrumental plural	Level II, pp. 75, 79, 86

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND CONDITIONS

PERFORMANCE STATEMENTS	*Ukrainian Conversational and Grammatical, Levels 1 and 2*
GRADE 12: <u>The student will be able</u>:	
1. To express a feeling of liking using the dative case	Level II, pp. 60-62, 64
2. To express a feeling of satisfaction	Level II, pp. 75-78, 86
3. To state a condition, as experienced by a person, using the dative case	Level II, p. 57
4. To express feeling	Level I, p. 183 Level II, pp. 49-50, 54